

Creating Coherence:

Connecting Teacher Evaluation and Support Systems to the Common Core

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Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■



Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Session Outcomes

Participants will:

- Gain exposure to the activities and materials in the Creating Coherence professional learning module (PLM).
- Learn strategies to adapt the activities and materials in the Creating Coherence PLM to reflect district or local context, needs, and priorities.

GTL Center Professional Learning Module Overview

- The GTL Center has developed a series of PLMs:
 - NEW: Preparing Educators for Evaluation and Feedback: Planning for Professional Learning
 - NEW: Understanding Teaching Conditions
 - Social and Emotional Learning in the Daily Life of Classrooms
 - Using Evaluation Data to Inform Professional Learning
 - Creating Coherence: Connecting Teacher Evaluation and Professional Supports to the Common Core
 - Introduction to Student Learning Objectives (SLOs)

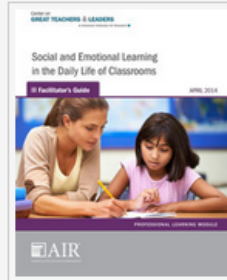
GTL Center PLM Overview

- PLMs are designed to do the following:
 - Provide a national picture.
 - Build regional comprehensive center (RCC) and state education agency (SEA) staff capacity on particular topics.
 - Be customizable for RCCs and SEAs.
- PLMs include the following:
 - Slide presentation
 - Facilitator's guide
 - Handouts and activities
 - Meeting agenda
 - Additional resources and support materials

Accessing the PLMs

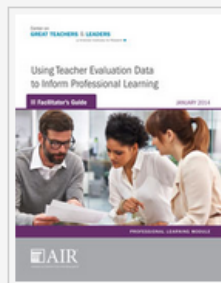


Accessing the PLMs



Social and Emotional Learning in the Daily Life of Classrooms

Shining a spotlight on the central role that social and emotional learning (SEL) plays in students' college and career readiness, this module helps participants deepen their SEL knowledge and skills and strengthen connections between SEL, Common Core State Standards implementation, and teacher effectiveness reforms.



Using Evaluation Data to Inform Professional Learning

Addressing a critical need in evaluation reform, this module helps participants use data gathered through performance evaluation to make effective decisions about professional learning.



Creating Coherence: Connecting Teacher Evaluation and Support Systems to the Common Core

Offering a practical way to ensure coherent supports for teaching to the Common Core, this module can be

Accessing the PLMs

Creating Coherence: Connecting Teacher Evaluation and Support Systems to the Common Core

In our recently released Special Issues Brief, *Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning*, we introduced a practical way for states and districts to begin to ensure coherent supports for teaching to the Common Core. To bring these ideas into practice, this new professional learning module provides of a set of “grab, customize, and go” materials that state and regional technical assistance providers can use to facilitate work sessions that lead district teams through a collaborative, coherence-building process.

In the work sessions, district teams:

- Identify direct and indirect connections among the Common Core; their district teacher evaluation frameworks; and their professional development plans, offerings, and structures.
- Identify any gaps in support for teachers’ instruction for the Common Core.
- Plan for concrete action to strengthen connections and address gaps.



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Ask the Team Briefs

[Preparing Teachers for the Common Core: Aligning Preparation Program](#)

Creating Coherence PLM

- Set of “grab, customize, and go” materials that states and regional service providers can use to facilitate work sessions to create coherence
- Currently configured as two two-hour work sessions
- Module includes the following:
 - Suggested agenda for Parts 1 and 2
 - Slide deck for Parts 1 and 2
 - Facilitator’s guide
 - Participant workbook
 - Handouts

Module Outcomes

Participants will do the following:

- Build a shared understanding and language for addressing professional learning for the Common Core State Standards.
- Elucidate and strengthen the connections between the Common Core; district teacher evaluation systems; and school and district professional development plans, offerings, and structures.
- Identify any gaps in support for teachers' instruction, and discuss concrete steps to address those gaps.

Sample Agenda

- Welcome
- Activity 1: Who's in the Room?
- Activity 2: Four Corners
- Introducing the Core Instructional Practices
- Activity 3: Diving Into the Core Instructional Practices
- Teacher Evaluation Framework and Professional Learning
- Activity 4: Team Systems Review
- Activity 5: District Huddle/Insights and Priorities
- Activity 6: Putting It All Together
- Activity 7: Action Planning and Next Steps
- Activity 8: Critical Friends
- Wrap-Up Discussion

Toward Coherent Instructional Support



Activity 1: Who's in the Room?

- What is your role?
- What is your area of instructional expertise?
- How familiar are you with your district's teacher evaluation framework?
- How well do you know the Arizona College and Career Ready Standards?

Activity 2: Four Corners

- As statements are read out loud, move to the corner that best describes how you feel about that statement.
- After you are in your corner, discuss why you picked it.

Activity 2: Four Corners

Statement 1

- In my district, implementing the Arizona College and Career Ready Standards is like [baseball, basketball, football, golf] because...

Activity 2: Four Corners

Statement 2

- In my district, implementing the teacher evaluation system is like [baseball, basketball, football, golf] because...

Teaching to the Common Core

Question 1

- What are some common themes, big ideas, key words, or terms that are associated with the Common Core State Standards?

Teaching to the Common Core

Question 2

- What do teachers need to do to get their students to meet the Common Core State Standards?

Teaching to the Common Core

Question 3

- How do teachers outside of English language arts (ELA) and mathematics integrate the Common Core State Standards into their practice and content area?

Introducing the Core Instructional Practices

- Drafted by content experts from American Institutes for Research
- Reviewed by an external committee of the following:
 - Teachers
 - Teacher educators
 - Curriculum and assessment developers

Core Instructional Practices

- Are a set of content-specific teaching practices that, if enacted by teachers or teams of teachers, should help all students attain mastery of the Common Core State Standards by the end of Grade 12
- Are based on research and practice
- Are developed in collaboration with teachers, curriculum experts, teacher educators, assessment developers, and other experts
- Are meant for use in systems-alignment work

Core Instructional Practices

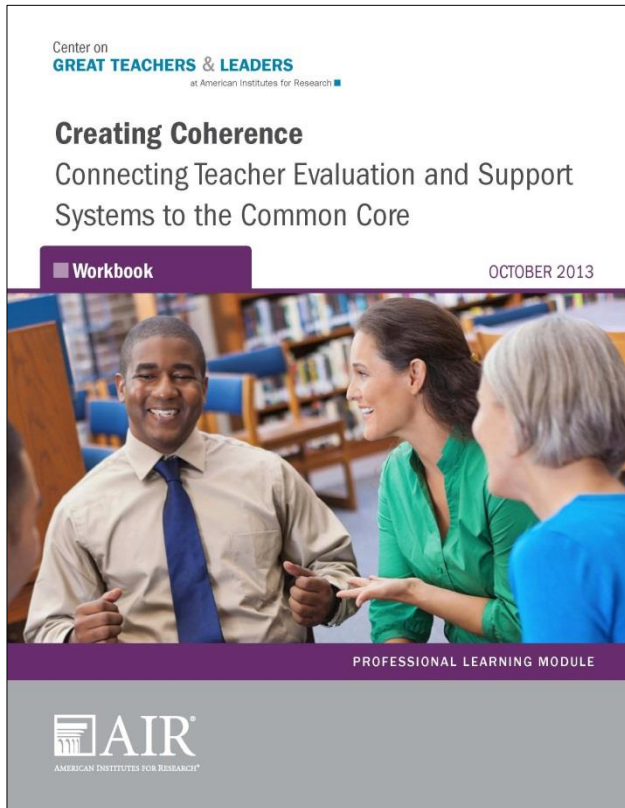
- Are **not** a comprehensive set of professional teaching standards
- Are **not** the specific-learner “mathematical practices” or ELA/literacy “anchor standards” detailed in the Common Core
- Are **not** meant to be a checklist or one-size-fits-all strategy or prescribed approach to pedagogy
- Are **not** inclusive of all important teaching practices, competencies, skills, performances, and dispositions—such as organizing and managing classrooms, reflecting on or analyzing instruction for the purpose of improving it, building relationships with students, or collaborating with colleagues

Activity 3: Diving Into the Core Instructional Practices

- Choose whether you are going to focus on Core Instructional Practices (CIPs) in ELA/literacy or mathematics and read them.
- On Handout 1, highlight or underline key words or phrases in the CIPs.
- On Handout 2, identify the CIPs that align with the instructional shifts.

Handouts 1 and 2

Creating Coherence Workbook



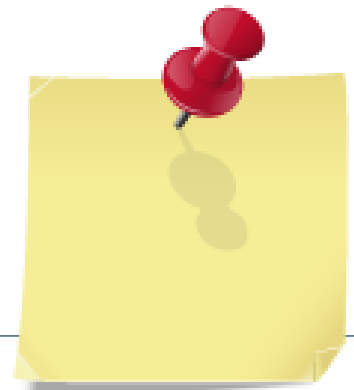
The *Creating Coherence Workbook* takes you step-by-step to find direct and indirect connections between the CIPs, teacher evaluation, and the Common Core State Standards.

Creating Coherence Workbook: Steps in the Systems Review Process

1. Review your professional practice (teacher evaluation) framework.
 - Identify direct or explicit connections.
 - Identify indirect or implicit connections.
2. Review your professional learning plans, structures, initiatives, or offerings.
 - Identify direct supports.
 - Identify clear gaps.
3. Answer the three Questions for Consideration, and jot down any other thoughts in the Additional Notes.

Example of Systems Review

Core Instructional Practice	Professional Practice Framework	Professional Learning Initiatives, Offerings, Programs, and Supports
MCIP-1: Identify learning goals for each lesson, relate these goals to the Common Core State Standards for mathematical practice and content, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.	Explicit Connections: Danielson Components: 1a and 1c	Direct Supports <ul style="list-style-type: none">Common planning time across subject areas for teachersState-sponsored online workshops that focus on designing lessons for particular standardsOngoing professional learning communities to review assessment data
	Implicit Connections: Danielson Component: 1f	



Facilitator Tip

- **Teacher Evaluation Framework and Professional Learning**
 - The example on the previous slide should be redone to reflect the rubric and direct learning supports that best apply to your audience.

Activity 4: Team Systems Review

- In your *Creating Coherence Workbook*, choose four CIPs (two in ELA/literacy and two in mathematics) to review.
 - For ELA/literacy, see pages 5–18.
 - For mathematics, see pages 19–28.
- Complete the pages for each chosen CIP.

Activity 5: District Huddle

- In your district team, take a few minutes to determine the following:
 - One **strong connection** between each CIP and the district's teacher evaluation framework or professional learning initiatives
 - One **potential gap** between each CIP and the district's teacher evaluation framework or professional learning initiatives
 - Immediate **next steps** to complete the workbook (see page 31)
- Choose a team member to share out with the whole group.

Activity 6: Putting It All Together

- Answer the questions on page 29 of the *Creating Coherence Workbook*.
- Work in individual teams or as a whole group.

Activity 7: Action Planning and Next Steps

- Divide a sheet of chart paper into four quadrants and answer these questions.

How will you roll out the Creating Coherence process?

Who will be your audience(s)?

What challenges or barriers do you anticipate?

What are some possible solutions?

Activity 8: Critical Friends

- Find a partner.
- Follow this process:
 - Partner A presents an identified challenge and a proposed solution.
 - Partner B provides feedback to Partner A.
 - Partner B presents an identified challenge and a proposed solution.
 - Partner A provides feedback to Partner B.

Wrap-Up Discussion

- What did we learn?
- How might you use or adapt this module?
- On further reflection, do you have any...
 - New insights?
 - New questions?
 - New concerns?

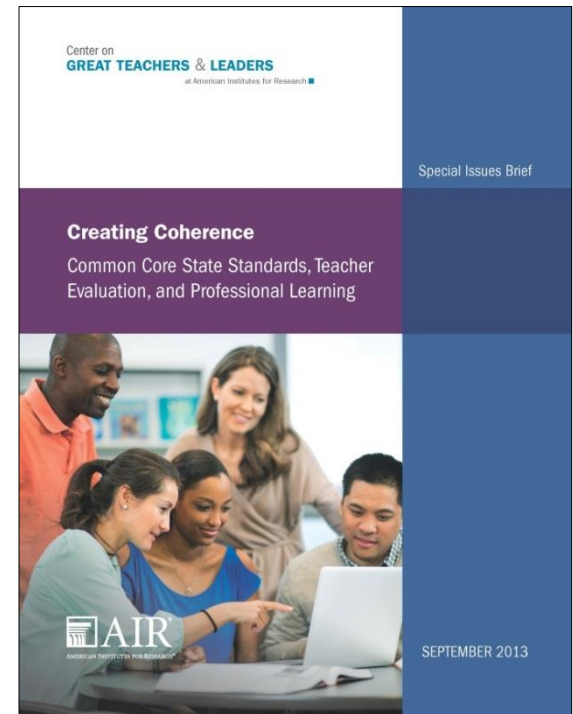
Creating Coherence

Special Issues Brief

Read this brief for more in-depth information on creating meaningful coherence across three interdependent education reforms: Common Core State Standards, teacher evaluation, and professional learning.

Available online:

<http://www.gtlcenter.org/sites/default/files/CreatingCoherence.pdf>



Thank You

- Thank you for participating in this work session!

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